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FEDERATED MALAY STATES
SESSIONAL PAPERS

1935

Mengandungi laporan tahunan Jabatan pertanian;
laporan tahunan kelahiran dan kematian; laporan
tahunan syarikat kerjasama; laporan tahunan Jabatan
Kastam dan eksais; Laporan tahunan Jabatan parit
dan taliair; laporan pendidikan; laporan tahunan
Jabatan letrik; Laporan Tahunan Jabatan Perhutanan;
Laporan tahunan Institut Penyelidikan Perubatan;
Laporan Tahunan Jabatan Buruh; dll.

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FEDERATED MALAY STATES.

ANNUAL REPORT

OF THE

EDUCATION DEPARTMENT

FOR THE YEAR

1935

BY

F. J. MORTEN,

Adviser on Education, Malay States.

In 1895, Perak, Selangor, Negri Sembilan and Pahang were united by a Treaty of Federation, and there is now a Federal Government with its head-quarters in Kuala Lumpur in the State of Selangor.

GROWTH OF THE EDUCATION DEPARTMENT.

Perak, the premier State of the Federation, had had a schoolmaster as Inspector of Schools as early as 1890. In 1897 the post of Federal Inspector of Schools was created, its holder to be an inspecting officer who should interfere as little as possible with local administration.

In 1906 this Federal Inspectorship was abolished and control of education in the Straits Settlements and the Federated Malay States was vested in one officer, a civil servant, styled Director of Education. The Inspectors in the four States of the Federation remain officers in charge of State Education Departments to this day, but the new post at once secured a due measure of uniformity in administration and in educational aims. The first move by the Director was to get schoolmasters as Inspectors of Schools for Selangor and Negri Sembilan. The work in those States had hitherto been done by Cadets of the Civil Service, who were not officers of the Education Department and were being frequently transferred. The change of system created a permanent expert inspectorate, though it was not till Pahang got an Inspector in 1913 that every State in the Federation had its own local Inspector.

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As the schools, English and Malay, grew in number and efficiency, the heavier and more specialized became the work of the administrative staff. The public became more and more keenly interested in the aims of the department. The Malay Rulers turned to education to equip their subjects to hold their own against the educated Indian and the intellectual and energetic Chinese. Accordingly, in 1916 a new post of Assistant Director in charge of Malay vernacular education in the Straits Settlements and Federated Malay States was created and it was given at first to a member of the Civil Service chosen for his knowledge of the Malay language and the Malay mind. This appointment led to a thorough organization of administrative machinery for the betterment of Malay education. Later a Lady Supervisor of Malay Girls' Schools was appointed. In the Estimates for 1919 the insertion of another most important new post, that of a Chief Inspector of English Schools, marked on the English side also the beginning of a new phase, when the present Inspectors must tend to become more and more purely administrative officials and the work of inspection pass into less occupied hands. The employment of Art Masters and Superintendents of Physical Education, officers who are engaged in training local teachers and inspecting the work of all schools in their own subjects, marks a further step on the road towards specialization. In 1924 there was appointed an Assistant Director of Education for Chinese schools (with a trained staff).

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in charge of the registration and inspection of all Chinese vernacular schools. Since 1st January, 1931, there have been two Assistants, one of whom is in charge of Chinese schools in the Federated Malay States and the other of the Chinese schools in the Straits Settlements. In 1930 a British Inspector of Tamil Schools with a knowledge of Tamil was appointed, but in 1932, on the death of the holder, the post was temporarily abolished as a measure of retrenchment. The post is being restored, however.

The sphere of the Education Department is the Straits Settlements and the Federated Malay States. Of the Unfederated States, Johore and Kedah at one time had their own Superintendents of Education. In recent years, however, their European Masters have been borrowed from the cadre of the Education Department, which at all times is ready, when asked, to assist any of these States with the loan of officers, with advice, or in any way desired. The Unfederated State of Kelantan borrowed an officer in 1931 to act as its Superintendent of Education but was compelled by the financial situation to return him in 1932.

GOVERNMENT AND AIDED SCHOOLS.

In the Straits Settlements before 1870, the Government controlled neither English nor vernacular education and was content merely to subsidize a few schools. After the appointment of an Inspector of Schools in 1872, schools of two classes were defined: the first, schools managed and financed by Government, which took the fees; the second, schools controlled by private bodies, which received from Government grants-in-aid awarded till 1899 on individual passes. In that year a new Code was drawn up basing grants on the number of children in average attendance, the

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attendance and varied according to the grade in which a school or part of a school was placed. The most important point was that one educational system was prescribed for the Straits Settlements and the Federated Malay States. In 1914 the Code was further revised, and a severer test in English was demanded. The principle underlying all these Codes was identical. No attempt was made to reconcile the credit and debit sides of the accounts of aided schools. The Government gave grants to encourage certain standards of educational efficiency and laid down rules to see that it was getting value for its money. Grants were annual and paid on the report on a school for the previous year.

The Commission of 1902 found that at that time the expenditure of most schools under private management was entirely or nearly covered by the Government grant and school fees. But even then this was true only of schools conducted by missionary bodies, whose members gave their services as teachers for nothing or for less than the market rate. By that year, however, "the Straits Settlements had acquired a bad name in English scholastic circles" and European masters were hard to recruit. Local teachers were worse paid than Government clerks. Lack of funds led to quite inferior staffs in the aided schools.

To meet the higher cost of maintenance owing to the war, the Government increased the grants-in-aid given under the Code by 25 per cent. But an Educational Conference held in 1918 resolved "that the Government be requested to give such financial help to the aided schools as will enable them to pay to their teachers as high salaries as are paid to teachers in Government schools and to make provision for adequate retirement allowances". Moreover all the missionary bodies represented

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The 1919 Committee condemned the old system as limiting the amount of a grant and so of a school's expenditure by the number of pupils earning a grant; as restricting a low grade school to a low grant and so depriving it of the financial means for improvement in staff and equipment; as giving Government only indirect control over the expenditure of its grants, and as a system which to be equitable would require continual, possibly annual, revision. It recommended instead that the aided schools should annually submit estimates for the following year and Government contribute monthly the difference between their revenue and approved expenditure, all accounts being audited by the Education Department. It suggested also that Government should consider a provident fund for teachers in such aided schools as applied for its institution. The Straits Settlements and the Federated Malay States both accepted these proposals, which, except in the matter of pensions, put the aided school lay teacher exactly on the footing of his Government colleague.

Government undertook to pay Government rates for the lay staff, to defray the passage money and half pay of European teachers proceeding on leave, rates and taxes on school premises, and the cost of minor repairs, furniture and equipment. The aided schools were no longer treated as a cheaper means of providing education than Government establishments, but recognized as part of the scholastic system of Malaya to be preserved for the healthy rivalry and competition they afford. The only item in their expenditure (besides pensions) which remained less than that in Government schools was the salaries of missionary teachers.

The increase in cost involved by the new system was enormous. In 1921 the amount paid in grants to English aided schools was \$431,632 (£50,357). In 1917 it had been \$115,338 (£13,456).

It is hardly surprising that the two Governments began to wonder if they had not been rashly generous. Accordingly in 1921 another Committee of Enquiry was appointed. Its report was a complete vindication of the change. It recommended certain minor modifications to make for smoother administrative working. It suggested that European missionary teachers, who are graduates of British Universities and devote all their time to their schools, should be paid at Government rates and that Government should defray half-pay leave for missionary teachers. It recommended that Government should pay half the cost of new buildings and of structural repairs to old. And it recommended central classes for the study of science, which entails laboratories and a specialized staff. Appointed to criticize, it found it had to bless the new system.

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In 1932, owing to the financial depression, Government appointed another Committee to enquire into the system of educational grants-in-aid. The Committee while supporting the existing system recommended certain economies, notably a reduction in the rates of salary for missionary teachers and in the capitation grant. The Committee also recommended that the number of missionary teachers employed in aided schools should not exceed 50 per cent. of the total staff and also that an age limit for both missionary and lay teachers should be introduced.

The report of the Committee was adopted with certain modifications by Government and effect was given to its recommendations from 1st January, 1934.

THE ENGLISH SCHOOLS.

The English schools are schools in which English is the medium of instruction. Few of the pupils are English-speaking when they join and the lowest class may be composed of children speaking between them some seven or eight different languages or dialects, those speaking one language or dialect being generally

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quite unable to understand those speaking any of the others. In the circumstances the use of the "Direct Method" of teaching English is practically obligatory. Children are accepted into the lowest class at the age of six or seven and they are given an education which ends as a rule with their presentation at the Cambridge School Certificate Examination, though a few stay on and prepare for the London Matriculation Examination.

The English school course is normally spread over eleven years, the different forms, from the lowest to the highest, being called Primary Classes I and II, Standards I, II . . . VII, the Junior Certificate Class and the School Certificate Class, the last two names being used for lack of better and more suitable terms. In this report the period spent in the primary classes and in the standards up to V is considered the period of elementary or primary education and the period spent in Standard VI and above as that of secondary education, though it is common locally to talk of Standards V, VI and VII as Higher Elementary Classes. A pupil should normally reach Standard V by the age of twelve or thirteen.

Up to 1891 there were only six standards but in that year the creation of a Standard VII added another year to the course. Since that year, too, secondary education in Malaya has been associated with the Cambridge Local Examinations. The 1902 Commission remarked that many favoured dropping these examinations, which led to the cramming of a number of useless subjects by boys who should be studying to fit themselves for a Malayan career. But the Commission considered that they had led to a real improvement in English education and that no local certificate would have the same value. The addition of a compulsory foreign language to the syllabus for the Cambridge School Certificate Examination led to the Education Department's

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From the beginning of the century the advance of education led to the question if there should not be a division into elementary and secondary schools. In 1902 each of the more important schools combined with the instruction of infants, the passing of the older scholars through the seven standards and the secondary classes. Time has changed this appreciably. The Government has built many primary schools and in each large centre there tend to grow up one or more Government secondary schools. The strongest tendency is to make a division between (a) infant and elementary classes and (b) all classes above them. But the missionary bodies, which have done so much for the education in Malaya, prefer on religious grounds to train their pupils from infancy to adolescence.

There have been many notable developments since the beginning of the century. The direct method of teaching English has become universal. All new secondary schools are equipped with science laboratories. The syllabus and methods of the primary classes have been revised. Elementary handicraft is now done in all schools. Medical and dental inspection of pupils have been introduced. Due attention is given to physical education, the provision of play-grounds, the encouragement of Boy Scouts and Cadet Corps, and to all sports.

Notable, too, has been the growth of enthusiasm among every race for female education. Before the Great War, Chinese parents were loath to send their girls to school. To-day there are Indian, Chinese and even Malay girls passing out of the English schools to attend the Medical College and choosing medicine as a career. The enthusiasm which the Malays are beginning to show is of even more recent growth.

For the past decade Malays have been growing more and more anxious that their boys shall learn English and they have availed themselves eagerly of scholarships and free places. There is a flourishing Malay College or Boarding School at Kuala Kangsar, Perak, to train the sons of Rajas and Chiefs for official careers: it takes them normally up to the standard of the Malayan Cambridge Local School Certificate.

For a long time the demand for pupils from the English schools as clerks was greater than the supply, and a Cambridge Certificate or the Standard VII Certificate was a commercial asset, ensuring a competency in adult life. To-day largely, no doubt, due to slump conditions, the supply has exceeded the demand and parents are beginning to realise that the son of a shopkeeper, for example, may have to seek his living in his father's shop, even though he has done well at an English school.

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TECHNICAL AND INDUSTRIAL EDUCATION.

The 1902 Commission appointed by the Government to enquire into English education in the Straits Settlements devoted one section of its report to technical instruction. It found insufficient demand for a technical school. Moreover firms preferred apprentices to learn practical engineering in shops, though it was admitted that a preliminary course of mensuration, elementary mechanics, the use of tools, and mechanical and geometrical drawing would be of great use.

An Agricultural School which provides two different courses, one suited to the needs of subordinates of the Agricultural Department and of others who require a similar fairly advanced education, and the other a more elementary course, was opened at Serdang in Selangor in May, 1931. It is under the control of the Department of Agriculture.

TRAINING OF TEACHERS.

In 1901 there was no machinery for training teachers in the Straits Settlements except the system of employing pupil teachers, who were seldom effectively supervised by the managers of schools and who, if they did complete their course, soon deserted a profession which was miserably paid and which was the last refuge of the semi-educated unemployed.

Accordingly the Government projected a Training College for male teachers in Singapore, and the 1902 Commission suggested that the Federated Malay States should be invited to send students and bear part of the cost. In 1904 a Training School was tried but no candidates for admission came forward and so the proposal failed.

The Straits Settlements and Federated Malay States then projected Normal Classes for teachers already engaged in the profession, following a successful experiment tried in 1905 at Kuala Lumpur in the Federated Malay States, and these classes were praised as successful down to 1914, when a Commission was appointed to consider improvements. The Commission made recommendations but these were frustrated by the States and the system of Normal Classes still continues. The States

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In 1918 an Education Conference recommended sending selected local teachers to Hongkong University, and the Governments of the Straits Settlements and Federated Malay States for a number of years—till the opening of Raffles College in 1928—gave scholarships for two to four years to promising men who engaged to work in a Government or aided school for five years on their return. Such selected teachers are now given scholarships to Raffles College, and the first student scholars completed their diploma course and joined the Education Department in 1931.

1924 and the college opened in 1928. The buildings are two residential hostels with accommodation for 100 male students, and a playing field of 10 acres has been provided. The object of the college is to place education of University standard within the reach of all the youths of British Malaya who are capable of profiting by it. The courses of study are framed to meet local requirements and the manufacture of a literary class with no practical bent is being avoided. Courses in science for students of medicine are also provided. When funds allow, an engineering faculty is contemplated, and ultimately Oriental studies should find a place among its faculties.

The college awards annually ten Entrance Scholarships of a value of \$720 per annum tenable for three years, and a limited number of Second and Third Year Exhibitions, not exceeding \$500 per annum, are available for students who show exceptional ability during their first or second years at college.

VERNACULAR EDUCATION.

(a).—MALAY BOY'S SCHOOLS.

Though there had been sporadic missionary efforts to provide schools for Malays and two day-schools were supported by Government in Singapore as early as 1856 it was not until after the transfer of the Straits Settlements to the charge of the Colonial Office in 1867 that the local Government took up seriously the problem of building and staffing vernacular schools where Malay boys should be taught to read their own language both in Arabic and in Roman characters. At first the Malays

were apathetic, jealous of the loss of their children's services and distrustful of secular teaching. The efforts of the native teachers and the use of the schools as centres for the distribution of quinine and other simple medicines helped gradually to dispel prejudice. In 1878 a college for teachers was started in Singapore and during the 17 years of its life produced the first trained Malay teachers in British Malaya. In 1888 Malay boys who had passed out of the vernacular schools were admitted free into any Government English school in the Straits Settlements, a system that, with certain modifications, is now followed throughout Malaya.

In 1901 a new Training College for Malay vernacular teachers was opened in that old-world Malay centre, Malacca. And Malay education received temporarily a great stimulus from Mr. R. J. Wilkinson, a Malay scholar of high attainments, who started publishing Malay classics for the use of schools and created an interest in their own literature in the teachers. But this officer soon left the department and Malay education progressed on unimaginative and alien lines. Still the Training College (Mr. Wilkinson's educational child) did excellent work, and in 1913 another was opened at Matang in Perak.

In 1916 Mr. R. O. Winstedt (now Sir Richard Winstedt, K.B.E., C.M.G., D.LITT.), an officer of the Malayan Civil Service, chosen for his knowledge of the Malay language and customs, was sent to study vernacular and industrial education in Java and the Phillipines. As a result of his report it was decided to build a central Training College at Tanjong Malim, Perak, to accommodate students for a three years' course, and then to close the two existing colleges that provided only a two years' course. This college was opened in 1922. Meanwhile the curriculum of the existing colleges was enlarged to include pure science and basketry, and a pass in one at least of these subjects was required for a leaving certificate. It was with this

chosen for his knowledge of the Malay language and customs, was sent to study vernacular and industrial education in Java and the Phillipines. As a result of his report it was decided to build a central Training College at Tanjong Malim, Perak, to accommodate students for a three years' course, and then to close the two existing colleges that provided only a two years' course. This college was opened in 1922. Meanwhile the curriculum of the existing colleges was enlarged to include rural science and basketry, and a pass in one at least of these industrial subjects was required for a leaving certificate. It was arranged to acquire land for school gardens and recreation grounds wherever possible. The old-fashioned teacher puffed up with a little learning and full of the old Oriental scholar's prejudice against manual labour was ashamed to dig: the new delights in handicraft, and in practical acquaintance with the rotation of crops, the selection of soils and seeds and the study of pests. A series of Malay text-books, dealing with local problems of arithmetic, tropical hygiene, botany, local geography and history and so on, was prepared. Drawing was made a compulsory subject. The revised curriculum "awakened students' intelligence" and the text-books caused the Malay vernacular press to talk of the New Learning. For the first time the Malay was introduced to modern scientific method in his own language.

The Sultan Idris Training College at Tanjong Malim is the distributing centre of knowledge in the Peninsula for those Malays whose education is confined to the vernacular. There will always be a large number of Malay children with no aptitude for languages or literary pursuits, whose mental and moral development will depend mainly on the discipline of the village

school with the opportunity it provides for studying the "three Rs", benefiting by physical and manual training, and acquiring such rudiments of simple agriculture as will fit them for the free life of that country-side, where the happiness and economic interests of their race have lain for centuries. From the college trained teachers go out to the village schools to influence the physical, mental, moral and economic welfare of the coming generation. That they may not stagnate in their rural surroundings, they will be summoned periodically to vacation classes at their old college.

With the expansion of all branches of the Education Department's activities it was recognised that the inspecting staff was inadequate to cope unaided with administrative routine and the work of school inspection. Moreover, legitimately enough, Malays with an English education were anxious to take part in supervising the work of the vernacular schools. Accordingly Malay Assistant Inspectors of Schools were appointed to Settlements and States to give the vernacular schools their undivided attention. The system has worked admirably. Below them are Malay-speaking visiting teachers, who have charge of districts, and below these group teachers, who have charge of the biggest school and supervise the less important schools within a yet smaller radius. Improved salary schemes have attracted the most intelligent type of Malay to the profession of vernacular schoolmaster and it has been laid down that as far as possible these men shall always be employed in their native place.

The improvement in the education of Malay boys has been reflected in the success of those pupils who after passing through the vernacular school in four years have proceeded to English schools. Till recently the Principals of English schools dreaded the advent of the average overgrown Malay student, whose intellect had been dulled by years of unintelligent instruction. Now he is welcomed the moment he enters the school.

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(b).—MALAY GIRLS' SCHOOLS.

Malay girls' schools remained for a long time a very hard problem. Malay parents viewed with much suspicion the one or two schools which were first established; they thought a knowledge of reading and writing would promote love-letters and intrigue, they were nervous about allowing their girls to traverse streets or paths unaccompanied, the mothers disliked losing the services of their daughters and the self-satisfied parents thought that they could pick up cookery and needlework as well at home as in school. But the time came when the village schoolmaster and then, very often, the village headman, commenced to send his girls for a year or two to the boys' school. The example they set was presently followed by others. Then there arose demands for separate girls' schools and now the number of these schools is very rapidly increasing.

The report of 1916 did not neglect this grave problem of female education. The girls' schools benefited greatly from the use of the new series of vernacular text-books. And above all it was decided to engage a European lady to reorganize and supervise the work of these schools. Despite insuperable obstacles, the Lady Supervisor has effected real reforms and caused thoughtful Malays to recognize the need of supporting an attempt to educate girls to be the intellectual peers of their future husbands. The curriculum of the girls' schools is no longer dead and uninspiring. Cookery, clay-modelling, paper-cutting, drawn-thread work, hygiene taught by Lady Medical Officers are romantic subjects for the little Malay girl compared with what her elder sisters learnt a few years ago. Domestic science is the most popular subject.

Malay women teachers are now periodically brought to centres near their homes for a few weeks at a time for courses of training by qualified Eurasian schoolmistresses under the supervision of the Lady Supervisor. They almost all evince much interest in the work and both they and their schools are benefiting greatly.

A more satisfactory method of training Malay women teachers, however, has now been introduced. Early in 1935 a Malay Women Teachers' Training College was opened in Malacca, with students drawn from both the Straits Settlements and the Federated Malay States. Mention of this College is made in Chapter VIII, and the Principal's report of the first year's work will be found in Appendix XXII. Very much is expected of this new venture.

(c).—TAMIL VERNACULAR SCHOOLS.

For half a century, there has been a sprinkling of

For half a century, there has been a sprinkling of Tamil vernacular schools in the Straits Settlements and as early as 1895 there were two small schools in Perak. They sprang up especially in Province Wellesley (and later in Malacca) where an estate population created a need. All except a few Government schools are under private management but are inspected by Government officials, and such as reach a certain standard of efficiency receive grants-in-aid. The great difficulty has always been to get efficient teachers, but estate managers are recognizing the need for the employment of trained and experienced teachers and on several estates the former teachers have been replaced by teachers trained in India and Ceylon. Managers have grown alive to the advantages of providing facilities for the education of their coolies' children and improvements in buildings, furniture and apparatus have been willingly effected whenever funds have been available.

The latest Labour Ordinance provides that "the Controller of Labour may by order in writing require any employer on a place of employment where ten or more children of any one race between the ages of seven and fourteen years, being dependents of labourers on such place of employment, reside, to construct

within a reasonable time and maintain at his own expense a school for such children with such school teacher or teachers as shall seem sufficient to the Controller''.

It should be explained that there are more Indians than Malays in the English schools of the Federated Malay States.

(d).—CHINESE VERNACULAR SCHOOLS.

The enthusiasm for education which is so characteristic of post-revolutionary China has found an echo among the Chinese of the Peninsula.

There have always been in Malaya many old-fashioned schools, run by a man who combined the professions of teaching, doctoring, fortune-telling and divining, the sole qualification for his pluralist calling being the fact that he was the one man in the neighbourhood able to read and write with ease. The instruction imparted was a parrot-like acquaintance with a few Chinese classics and the use of the abacus.

Since 1911, however, the Chinese have founded many schools to give their children a modern education in their own tongue. Some few are free schools maintained by the generosity of individuals; others are run by District Societies (or associations of people from the same district in China) for the benefit mainly of children from their home district; some are run by Christian Missions; but most are managed by a committee of enthusiasts who undertake to collect from the public the necessary funds for upkeep. The Governments of the Straits Settlements and the Federated Malay States assist by grants-in-aid such vernacular Chinese schools as voluntarily apply for help.

Practically all of the schools are of the primary grade. In their curricula the Chinese classics are superseded by modern

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Practically all of the schools are of the primary grade. In their curricula the Chinese classics are superseded by modern readers, and the art of penmanship, formerly so important in Chinese education, is neglected. The moral teachings of the classics are replaced by text-books on ethics, inculcating habits of cleanliness, politeness, industry and good citizenship. In arithmetic, Arabic numerals have replaced the Chinese and text-books have been devised on European lines. Handwork, painting and drawing are taught, often with surprisingly good results.

The great difficulty with which these schools have to contend in Malaya is the confusion of tongues that results from the many dialects spoken by the Chinese immigrants. A class may contain children speaking two or three different dialects. Fortunately, growing up side by side the children become bilingual or even trilingual and can usually understand any of the commoner dialects. To-day, however, the almost universal language of instruction is Kuo Yue or colloquial Mandarin; in a brief ten years it has superseded the half dozen languages which used to be taught.

English is taught in some of these schools but generally with little success.

GENERAL.

All schools, i.e., places where ten or more persons are habitually taught in one or more classes except where the teaching is of a purely religious character, and all supervisors, committees of management and teachers of schools, must be registered in accordance with the Registration of Schools Enactments of 1934. To be a supervisor, a member of the committee of management or a teacher of an unregistered school is an offence against the Enactment. Under the Enactment the Inspectors of Schools may refuse to register any school that is insanitary or that is likely to be used for the purpose of propaganda detrimental to the interests of the pupils or as a meeting place of an unlawful society.

In the Federated Malay States an education rate intended as a contribution towards the cost of education in urban areas is levied as a 2 per cent. rate on the annual value of all lands, houses and buildings in Sanitary Board areas, except in the Sanitary Board areas of Kuala Lumpur and Ipoh where it is respectively .16 per centum and .25 per centum on the unimproved value of lands:

Education in all Government vernacular schools is free. The fees charged in English schools vary from \$2 to \$9 a month. Details will be found in Appendix XXIII. There are no entrance fees.

Free places are given to many Malays and to certain classes of poor pupils of other races.

There are other scholarships founded by private benefaction and open to all nationalities. Appendix XXIII refers.

CHAPTER III.

FINANCE.

REVENUE.

(One dollar Straits Settlements currency is equivalent to two shillings and four pence sterling.)

The total revenue of the Education Department in 1935 amounted to \$591,794, collected as follows :

	School fees.	Education rate.	Miscellaneous.	Totals.
	\$	\$	\$	\$
Federal	—	—	—	—
Perak	116,639	88,488	122,358	327,485
Selangor	74,242	117,146	9,178	200,566
Negri Sembilan	20,820	18,835	—	39,655
Pahang	18,047	5,993	48	24,088
Totals	229,748	230,462	131,584	591,794

The revenue for 1934 was \$510,707, collected as follows :

	School fees.	Education rate.	Miscellaneous.	Totals.
	\$	\$	\$	\$
Federal	79,492	—	1,145	80,637
Perak	60,228	98,847	1,852	160,927
Selangor	67,774	135,340	1,272	204,386
Negri Sembilan	19,703	20,366	—	40,069
Pahang	16,203	8,129	356	24,688
Totals	243,400	262,682	4,625	510,707

EXPENDITURE.

The expenditure, including that on the Malay College at Kuala Kangsar, was \$2,907,399 as against \$2,628,197 in 1934. The amounts for the various States were as follows:

	Personal Emoluments.	Other Charges.	P.W.D. Expenditure.	Totals.
	\$	\$	\$	\$
Federal	29,528	34,448	—	63,976
Perak	819,943	514,462	39,366	1,373,771
Selangor	511,077	296,492	38,133	845,702
Negri Sembilan ...	290,683	99,619	20,285	410,587
Pahang	165,592	32,840	14,931	213,363
Totals ...	<u>1,816,823</u>	<u>977,861</u>	<u>112,715</u>	<u>2,907,399</u>

The expenditure on the Malay College, Kuala Kangsar, was \$56,041, on the Sultan Idris Training College \$110,214, and on the Technical School \$24,591.

The above figures include expenditure on clerical services.

The net expenditure after deducting the revenue from school fees, education rate and miscellaneous sources was:

Federal	\$ 63,976
Perak	1,046,286
Selangor	645,136
Negri Sembilan ...	370,932
Pahang	189,275
Total ...	<u>\$2,315,605</u>

The amounts and corresponding percentages for the expenditure spent on the various branches are given in the Appendix (XVI refers).

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Perak	1,046,286
Selangor	645,136
Negri Sembilan	370,932
Pahang	189,275
Total						<u>\$2,315,605</u>

The amounts and corresponding percentages of the gross expenditure spent on the various branches are estimated as follows (Appendix XXI refers):

	Gross expenditure.	Percentage of total gross expenditure.
	\$	
Secondary English education ...	468,964 (a) ...	16.2
Elementary English education	906,889 ...	31.1
Malay education ...	1,179,400 (b) ...	40.6
Chinese education ...	144,458 ...	5.0
Tamil education ...	77,229 ...	2.6
Vocational education ...	130,459 ...	4.5
Totals ...	<u>2,907,399</u>	<u>100.0</u>

(a) Including \$56,041 for the Malay College, Kuala Kangsar, a percentage of 1.9 of the total expenditure.

(b) Including \$78,822 (F.M.S. share only) for the Sultan Idris Training College, a percentage of 2.7 of the total expenditure.

Grants-in-aid paid to English schools totalled \$368,851. The amounts disbursed by States were as follows:

	1934.		1935.
	\$		\$
Perak	206,749	...	195,704
Selangor	162,004	...	150,251
Negri Sembilan ...	43,535	...	40,896
	<hr/>		<hr/>
Totals ...	412,288 (a)	...	386,851 (a)
	<hr/>		<hr/>

The average amount of grants-in-aid per pupil in aided English schools worked out at \$37.61 (£4 7s. 9d.), a decrease of \$4.37 (10s. 2d.) on the 1934 figure.

In Government English schools the cost to Government per pupil was \$90.98 (£10 12s. 4d.), an increase of \$0.02 (1d.). The number of pupils receiving a free education at Government expense, however, was much greater in Government schools than in aided schools. If fees were credited for such free pupils, the cost to Government per pupil in Government schools would be \$80.66 (£9 8s. 2d.) and in aided schools \$34.66 (£4 10d.) and these are better figures of the true cost *per capita* in the above two types of schools than the figures first given. The average cost to Government of each pupil in Government and aided English schools was \$58.18 (£6 15s. 9d.).

The grants-in-aid paid to Chinese schools amounted to \$79,897 (£9,321 7s. 6d.), an increase of \$1,333 (£155 11s. 6d.) in the 1934 figure. This is equivalent to \$7.41 (17s. 3d.) per pupil on the average enrolment, an increase of \$0.66 (1s. 7d.) in the corresponding 1934 figure.

The grants-in-aid paid to Tamil schools amounted to \$5,502 (£650 2s.), equivalent to \$5.35 (12s. 6d.) per pupil on the average enrolment. The corresponding figure for 1934 was \$4.69 (11s. 3d.).

Government per pupil in Government schools was \$80.66 (£9 8s. 2d.) and in aided schools \$34.66 (£4 10s. 6d.) and these are better figures of the true cost *per capita* in the above two types of schools than the figures first given. The average cost to Government of each pupil in Government and aided English schools was \$58.18 (£6 15s. 9d.).

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The grants-in-aid paid to Tamil schools amounted to \$55,738 (£6,502), equivalent to \$5.35 (12s. 6d.) per pupil on the average enrolment. The corresponding figures for 1934 were \$53,095 (£6,194) and \$5.68 (13s. 3d.). It must be noted, however, that the grant paid in 1935 was in respect of amounts awarded for 1934, and similarly as regards the grant paid in 1934.

CHAPTER IV.

PRIMARY EDUCATION—BOYS.

GENERAL.

Primary education in English is supplied in the primary divisions of English schools, but as all English schools form part of a secondary school system, consideration of this type of education is deferred to Chapter V which deals with secondary education. The vernacular schools are the only schools that can be classed as purely primary schools. In these the medium of instruction is Malay, Chinese or Tamil. Malay is the vernacular of the country; Chinese and Tamil are the languages of immigrants.

(a) Includes contributions to the Lay Teachers' Provident Funds and Cadet Corps.

There are no Government or Government-aided schools of any sort purely for Europeans.

There are no vocational primary schools, though certain Malay vernacular schools have carpentry classes attached to them.

(a).—PRIMARY EDUCATION IN ENGLISH.

The English schools are either purely secondary schools, or secondary schools with primary divisions (like certain schools in the United Kingdom which have their own "Preparatory Schools" attached to them), or primary schools which are preparatory for and feeders of the secondary schools. Primary education in English is given in the first seven classes (Primaries I and II and Standards I to V) in these primary divisions or primary schools. English is the medium of instruction throughout, though it is a foreign language to all but a few European and Eurasian children.

(b).—MALAY VERNACULAR SCHOOLS.

In 1935 there were 465 of these schools, an increase of 14 on the number in 1934. Two hundred and twenty-two (an increase of 11—2 new schools and 9 old ones taken over from Penang when the territory of the Dindings was returned to Perak) were situated in Perak, 78 in Selangor, 81 in Negri Sembilan and 84 (an increase of 3) in Pahang. In Perak there was in addition one private mixed school at Ayer Hitam Labu, Kampar, which was registered in 1935. The provision of additional schools for which applications were made had to be held over pending a further improvement in the financial position.

In the Anak Ayer Denak and Tasek Malay schools in Perak the pupils are respectively Sakai and Siamese, but the language they learn is Malay. In the Belukar Semang School in the same State the teacher is Siamese and the pupils study partly in Siamese and partly in Malay (using the romanised script).

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Practically all of these schools are rural and follow a curriculum specially devised to suit rural conditions; the curriculum of the very few urban schools is a slightly modified form of that used in the rural schools.

Before proceeding to give statistics about these schools the following description of a kampong (scattered village) school is supplied and may prove of interest.

The procedure commonly followed in connection with the establishment of Malay schools may best be illustrated by a concrete example. In the year 1916 a new road was constructed between Kuala Kangsar and Parit to open up the land on the right bank of the Perak River. Land was taken up by the settlers around various centres, and in due course requests for schools were submitted by the village headmen. At Ketior, about six miles from Kuala Kangsar, a school building was put up on land belonging to the village headman by the villagers.

themselves. This school measured 30 feet by 20 feet and provided very inadequate accommodation for the sixty children housed in it. However, as it was open practically all round and the people were very poor, the building was accepted and the school was opened on 1st October, 1925. A year later, the building was enlarged a little. The school was constructed of round timbers and attaps with an earth floor, and cost the people little beyond their labour. With repairs when necessary, including a new roof, this building lasted until 1933 when it was decided to build a bigger school on a new site which had meantime been secured. Unfortunately slump conditions then prevailed, and it was not feasible to find money for a permanent building. It was decided, however, that it was unfair to expect the kampong people to put up a second building without any assistance from Government, and so the sum of \$71.60 was provided. This expenditure was made up as follows: nails \$7.50, zinc rabongs (ridge-coverings) for the roof top and angles of the roof \$11, wire \$23.10 and rice \$30. Permission was given by the Forest Department to cut the necessary timber without fee. The rice was provided as food for the workmen. Wire was required to fence off the school ground from the rest of the grazing ground as the site had been excised from the village grazing ground for buffaloes. The new school measured 48 feet by 25 feet and was a great improvement on the previous one. The floor was made of ant-hill earth. The cost of construction also included a house for the Malay guru (teacher). It is of interest to note that when the ground was cleared of blukar (secondary jungle) the remains of two buffaloes were found. Both buffaloes had been killed by tiger within recent years. The heads and horns were taken by the guru and put up in the school. As there were still tigers about, it was decided to open up and clear the whole site immediately by the construction of a football field. This was done at a cost of \$50. A considerable part of the rest of the site, which is overgrown with

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As it is considered that the need for a permanent school in this district has now been sufficiently proved, it is proposed to build one in 1936. It will be of the approved type, built on concrete pillars about eight feet high and divided into classrooms upstairs. The walls of the upper storey will be plank and the roof of French tiles. The ground floor will be open all round and will have a concrete floor so that it will be possible to use this part of the building for drill and recreation on wet days and also for basketry and other handwork. In case of rapid expansion in enrolment it can also be used as additional classroom accommodation.

The 112 pupils now attending the school are all Malays, and they vary in age from 6 to 13. The course of study extends over five years. Both boys and girls attend the school, but there are fewer girls in proportion in the higher classes. The curriculum includes the ordinary school subjects taught in an English school, and the standard attained is about the same as

that reached by pupils of similar age in schools in England. In addition to class-room work all pupils are given a training in basketry and in gardening for the last three years of their school course and an examination in these subjects is included in the examination for the school leaving certificate. In gardening a written paper on theory is included, as well as practical work. Most of the school gardens are very well kept. The training given in gardening must prove of great value to the pupils after leaving school as the great majority of them earn their living on the land. It is also a useful corrective to the old idea that a man who had received an education was too good for manual work. The gurus themselves show a good example to their pupils by taking off their coats and sharing in the work. In addition to looking after the school gardens the pupils also keep the whole of the school building and furniture and the school compound in good order.

The school building is swept every day and the desks and benches are washed every Thursday before the school closes for the weekly holiday. The bigger boys also frequently help to cut the grass on the playing field. A playing field is considered an essential part of the school "plant" and few schools are without one. As previously stated Ketior has a specially good one. Every second morning, as an alternative to gardening, the whole school does Physical Training under the teachers, and on most afternoons there is a game of football, which is far the most popular form of recreation.

Most of the Perak schools, both boys' and girls', have also a deck-tennis court and equipment—including a rubber quoit of local manufacture. Many of the schools could put up a team that would astonish some of the P. & O. deck-tennis enthusiasts, and this applies to girls' schools as well as boys.

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Incidentally, it is interesting to note that sometimes the making of a football field involves difficulties not met in England. The Malayan soil is still inhabited by numerous spirits of various kinds, and ant-hills are favourite dwelling places, so if an ant-hill has to be levelled in making a playing field, it is necessary first to obtain the permission of the spirit concerned with the help of one who knows the necessary ceremonies, in other words a "pawang". When the necessary rites have been completed the ant-hill may be destroyed without untoward consequences. If it is inconvenient to find a "pawang" it is equally safe for subsequent workers if the first "sod" is cut by someone else. The Inspector of Schools has on various occasions been asked to do this and has complied. Whether it was considered that the jins would not attack him because of his ignorance or that he could be better spared if anything did happen, he never dared to inquire.

The average enrolment was 38,064 and the percentage attendance 92.8, increases of 1,348 and 0.2 respectively on the figures for 1934. (Appendix XV refers.)

In centres where there are no girls' schools it is usual to have a number of girls attending the boys' schools. At the end of November there were 7,036 of these, an increase of 734 over the 1934 figure. In Perak there were 2,582, in Selangor 2,151, in Negri Sembilan 1,332 and in Pahang 971. In Negri Sembilan nearly 250 girls had to be refused admission. Girls attending boys' schools must be under twelve. Whenever the number of girls at a boys' school justifies it, a woman teacher is, if possible, appointed to the staff to take needlework with the girls and to teach general subjects to the mixed first year classes. Co-education, however, is not a policy laid down by the department.

Attendance is compulsory for all boys between the ages of seven and fourteen who live within a radius of two miles of a school. For non-attendance of their boys parents or guardians may be summoned and fined. It is found, however, that resort to summoning is growing from year to year less and less necessary, as most parents are very desirous of sending their children to school. The co-operation provided by District Officers and Penghulus (local headmen) is much appreciated.

The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government. Parents, however, are often willing to erect a temporary building if Government will supply the teacher, and many schools have been started in this way.

The aim of these schools is first to give a general and practical education to boys who will remain on the land and find occupation in local agriculture, and to those who will probably find employment in work that does not require a knowledge of English, and secondly, to give a sound education in the vernacular on which an education in English can be built.

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The aim of these schools is first to give a general and practical education to boys who will remain on the land and find occupation in local agriculture, and to those who will probably find employment in work that does not require a knowledge of English, and secondly, to give a sound educational foundation in the vernacular on which an education in English can be built to those boys who wish to proceed eventually to an English school. No deliberate attempt is made to supply vocational training, but the general policy adopted is, while giving a sound grounding in "the three Rs", to try to foster an interest in agriculture and the other business of the "kampongs" or villages. No English is taught in the ordinary school hours.

It has been mentioned above that attendance is compulsory in certain circumstances for boys between the ages of seven and fourteen, but parents who wish their children to receive an education in English in addition to that in Malay are growing alive to the necessity for sending them to school at the age of five or six so that they may be able to pass out of Standard IV (see below) before they reach their eleventh birthdays and so that they may thus qualify for admission to the English school free from the payment of fees. Malay parents are encouraged to follow this procedure, but they are not debarred from sending their children to the English school at the age of six without their having attended the vernacular school provided they are prepared to pay the fees demanded from parents of other race.

The schools are open four hours a day (usually from 8 a.m. till 12 noon, but in some places later), six days a week (Saturdays to Thursdays, inclusive), and roughly 220 to 240 days a year. Generally they are closed for about five or six weeks at the time of the "Puasa" (or fasting month) and for two weeks on each of two other occasions in the course of the year. It was formerly the custom to give the short holidays at the times of the rice-planting and the rice-harvesting, but it is becoming more usual now to spread the three holiday periods more or less evenly over the year. In most schools pupils are assembled at 7.30 a.m. for practical agricultural and physical training.

The normal length of the school course is five years, in which time the pupils pass through five standards. In a few schools in Perak there exists a sixth standard and in Negri Sembilan there are post-Standard V classes. In no case is a boy allowed to stay more than two years in Standard V.

The Inspector of Schools, Negri Sembilan, reports that the post-Standard V Classes were rather disappointing, though the holding of them was an improvement on the old arrangement of allowing boys to continue in Standard V for four or five years, or indeed, as on occasion, for seven years, and it would have been difficult for the Malay schools to carry on their work with the present small staffs had it not been for the help the pupils of these classes gave.

The percentage of boys in the different standards on the 30th November, omitting the figures for Standard VI, were as follows: in Standard I, 30.0; in II, 20.5; in III, 17.6; in IV, 10.1 and in V, 15.8. The percentage of boys in Standard VI was 1.2. For the individual States the figures were as follows:

Percentage of total population

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Class.	Percentage of total enrolment.				
	Perak.	Selangor.	Negri Sembilan.	Pahang.	F.M.S.
Standard I ...	35.7	26.8	22.9	27.4	30.0
„ II...	22.0	18.8	19.1	20.8	20.5
„ III ...	17.3	15.5	20.2	18.1	17.6
„ IV ...	14.2	17.2	19.2	15.6	16.1
„ V ...	10.8	21.7	18.6	18.1	15.8
Totals ...	100.0	100.0	100.0	100.0	100.0
Standard VI ...	1.6	...	2.7	...	1.2

Malay Teachers' Co-operative Societies continued to function. In Perak a number of teachers joined in order to raise loans to liquidate their debts. The running of these societies continued to improve. In Selangor, 204 teachers, of whom 14 were women, were members of the Selangor Government Servants' Co-operative Thrift and Loan Society, Ltd., in which they have a representative on the executive committee. In that State, too, 59 pupil-teachers, of whom 7 were women, had Savings Bank accounts, the total amount standing to their credit at the end of the year being \$1,058 (£123). By courtesy of the Director of Co-operation, officers of his department gave talks on thrift to teachers.

Attempts are made to foster thrift among the children. In Perak, 83 pupils had Savings Banks accounts with a total credit of \$599 (£70), and in Selangor, 1,305 pupils had a total credit of \$2,920 (£341). In Perak, a co-operative shop at Gelok School continued to provide stationery for the pupils.

In Selangor, all schools had school funds subscribed to by the teachers and pupils. Contributions were voluntary and on the average each pupil paid one cent (a farthing) a week. Proper accounts are kept by the teachers and the funds are used for the benefit of the pupils, e.g., for expenditure on sports and parents' days, the purchase of exercise books, the transport of children for football matches, etc. The total amount collected was \$3,966 (£463) and the balance remaining at the end of the year was \$535 (£62).

Teachers everywhere continued to extend their interests both in extra-mural activities and in their own private concerns. They indulge in games much more than they did, and badminton, for example, is growing increasingly popular, even the older teachers play freely. In Selangor, under the auspices of the

(c).—CHINESE VERNACULAR SCHOOLS.

There are facilities for the primary vernacular education of Chinese boys in all villages of any size. Fees ranging from 50 cents to \$3 a month are commonly charged, but parents who are poor are occasionally exempted from payment or more frequently allowed to pay half fees. Public schools which afford reasonable prospects of permanence and have already received Government grants-in-aid are still receiving such grants according to their standard of teaching under the grades now in force.

Since 1932 no new applications for grants-in-aid have been considered, but in October, 1934, His Excellency the Governor announced that grants would no longer be restricted to schools in which English or Malay is the medium of instruction, and that the present policy of restricting assistance to those schools already in receipt of grants-in-aid would be amended.

Kuo-yu or colloquial Mandarin is almost the universal language of instruction in the Chinese schools. Thirteen years ago teaching was conducted in the language of the particular race of Chinese for which the school existed. Enforced by semi-official mandates from China and assisted by the growing spirit of Chinese nationalism, Kuo-yu has in that period superseded these languages. English is taught alongside Kuo-yu in most schools from the first standard.

At the end of 1935 there were 394 registered schools with 1,212 registered teachers. The total enrolment was 29,528, of which 7,822 were girls. Compared with the previous year there is an increase of 31 schools, 164 teachers, 2,854 boys and 930 girls. Forty-four new schools (including 5 taken over from the Dindings) were registered and 13 defunct schools were struck off the register. Three hundred and thirty certificates of registration were issued to teachers. During the year the registration of one teacher was cancelled and another teacher was refused registration; they were found to be undesirables. All registered schools were visited at least once in the course of the year by officers of the Education Department. (Details of registered schools, teachers and pupils are given in Appendix XVIII and in General Tables I, III and V.)

Of the two Kuala Lumpur Chinese vernacular primary schools maintained by Government, that at Davidson Road had at the end of the year a staff of one headmaster and seven teachers and an enrolment of 253 students, and that at Sentul had one headmaster and two teachers and 79 students. The former shows an increase of one student over last year's figure and the latter shows a decrease of 19 students. Both schools accommodate both boys and girls and the education is free.

Aided schools numbered 107, Perak having 70 as against 61 in the previous year. Negeri Sembilan

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Aided schools numbered 107, Perak having 70 as against 69 in 1934, Selangor 31 as in the previous year, Negri Sembilan 4 as in 1934 and Pahang 2 as in 1934. The average enrolment was 14,069 and the percentage attendance was 92.5, an increase of 1,279 in the enrolment and of 1.5 in the percentage attendance. The total of the grants paid to these schools was \$79,897.50 in respect of 10,783 pupils, and the average per capita grant of \$7.41; the total grant shows an increase of \$1,333.50 and the per capita grant an increase of 66 cents over the figures for 1934. Grants are paid half-yearly at per capita rates. The aided schools have been visited at least twice in the course of the year by officers of this department.

The primary course in Chinese schools is normally six years. As most of these schools are run by private persons or are under private management, Government has little if any control over the fees charged, the hours of attendance, and the length of holidays. The usual school subjects appear in the curriculum, which follows the standard curriculum used in China. It may be noted, however, that grant-in-aid schools are required under the regulations to teach for a minimum of 100 days each half year; other public schools normally conform to this requirement.

The qualifications of Chinese teachers vary considerably. There are still a few small old-fashioned schools where the teacher's only qualification is an education in Chinese classics. In the new style schools, which form the great majority, many of the teachers registered to teach Chinese, including nearly all who have received an education higher than the lower middle, have completed their education in China. Since 1932 a total of 217 teachers of English have been registered: practically all of these are locally born and locally educated. The number of registered teachers of Chinese who are local born is also steadily increasing.

Almost all the text-books used in Chinese schools are published and printed in Shanghai. Many of these have been found to be unsuitable for use in the schools and have been prohibited by *Gazette* notification.

(d).—TAMIL VERNACULAR SCHOOLS.

The majority of the Tamil schools in the Federated Malay States are to be found on estates, some having been established voluntarily and others on an order of the Controller of Labour. Not all of these receive or desire grants-in-aid. At the end of November there were 13 Government and 297 Government-aided schools with enrolments of 552 and 8,337 respectively. There were also 65 boys in girls' schools. The total number of boys in attendance at that date was therefore 8,954, an increase of 26.7 per cent. on the figure for 1934. In addition there were respectively 329 and 3,644 girls, a total of 3,973, in the two kinds of boys' schools mentioned. Appendices XVI and XVII give information for the year.

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There were also 89 private Tamil schools at the end of November, with total enrolments of 1,627 boys and 726 girls. The total number of boys receiving an education in Tamil at that date in all types of schools was therefore 10,581, a percentage increase of 24.1.

In Perak, three of the schools were purely Telugu schools, four were mixed Tamil and Telugu schools, and one was a Malayalam school.

The number of Government schools remained the same as in 1934. The number of aided schools was increased by 48; there were 112 in Perak, 111 in Selangor, 66 in Negri Sembilan and 8 in Pahang. The majority of these schools, as in the past, were conducted by the managements of estates on which the pupils' parents were employed, but a few were run by Tamil committees and by missionary bodies.

Fifty-five thousand seven hundred and thirty-eight dollars was paid by Government in grants, being on the average \$5.35 (12s. 6d.) per pupil as compared with \$5.61 (13s. 1d.) in 1934. These grants were, in respect of the year 1934, at the rate of \$6 (14s.) per capita of those in attendance for a full year. The rate continued the same till the end of June, 1935; from July 1935, it was increased to \$8 (18s. 8d.) per capita.

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Estate schools are required to work in the mornings or in the mornings and afternoons, but in 1931 it was decided that, as a temporary concession during the existence of the financial depression, schools that wished to do so might be allowed to open in the afternoons only, but that in that case they would not be eligible for more than a Grade III grant; few took advantage of the privilege, however. The grant now paid is a flat rate of \$6 per head irrespective of standard or grade. The school course lasts six years but it is seldom that children attend so long and there are few pupils to be found in the higher standards. The percentages in the different standards at the end of November were as in the following table:

Class.			Number in class.			Percentage of total enrolment.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Primary ...	...	...	4,667	2,734	7,401	52.5	68.8	57.5
Standard I	...	...	1,634	616	2,250	18.4	15.5	17.5
" II	...	...	1,241	321	1,562	14.0	8.1	12.2
" III	...	...	753	185	938	8.5	4.6	7.3
" IV	506	99	605	5.7	2.5	4.7
" V	85	16	101	0.9	0.4	0.8
" VI	3	2	5	0.0	0.1	0.0
Totals	8,889	3,973	12,862	100.0	100.0	100.0

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The percentages in the private schools were somewhat similar to those given above, but as the private schools are not examined by Government inspectors in the way in which the aided schools are it has been thought best to omit the private school figures. Children join the schools about the age of five or six and they may continue till they are twelve or thirteen. The hours of instruction are expected to be four a day, but may, with permission, be fewer.. No fees are charged in Government or estate schools. Education is not compulsory for Tamil children.

The subjects of the curriculum are reading, dictation, writing, arithmetic, and, in the higher classes, composition and geography. The standard of the work varies greatly from school to school. Arithmetic and geography are usually much less satisfactory than the other subjects and generally need to be much improved, but suitable text-books in local arithmetic and geography in Tamil are difficult to get. Progress in the schools is hampered by (a) the unsettled condition of the labour forces on many estates, (b) the difficulty of obtaining satisfactorily trained

teachers, (c) the frequent changes of teachers, (d) the irregularity and unpunctuality of attendance of the pupils and (e) the lack of funds at the disposal of the managements. Government schools and private aided schools generally do better work than the average estate school but on estates where the labour forces have been settled for years the standard of work may be as good as in the town schools. Owing to lack of facilities Tamil schools are generally much behind the Malay schools in such important subjects as drill, gardening and handwork; in Perak, for example, 76 schools had gardens but only 25 of these were maintained in a satisfactory condition during the year.

There were two Tamil Assistant Inspectors of Schools—one in each of the States of Perak and Selangor. The Headmaster, Government Tamil School, Seremban, inspected estate schools in Negri Sembilan. The Pahang schools were inspected by an Assistant Inspector lent by another State. These Assistant Inspectors report to the European Inspectors of Schools who are in charge of all branches of State education, except Chinese which is in charge of the Assistant Director of Education (Chinese), an officer of the Malayan Civil Service qualified in Chinese.

The number of teachers in the Government and aided Tamil schools at the end of November was 395, 377 (39 trained) being men and 18 (9 trained) being women. The average number of pupils per teacher was 32.6, an increase of 2.8 on the 1934 figure. It is impossible to state the average wage, in Perak it was estimated to be about \$21 a month (£29. 8s. a year). Some of the teachers are supervisors, clerks or dressers who take charge of the schools in addition to their other duties. The result of the lack of a trained teacher is often reflected in the work of the schools, many of which are satisfied with a very poor standard of attainment. In the last two or three years the standard of attainment has been very poor.

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The school buildings are usually of single room type and vary in quality from excellent to poor. It is hoped that with the return of prosperity the quality of the buildings will improve. Officers of the Health Department made regular inspections of all school buildings and on their visits paid special attention to the state of cleanliness of the pupils.

The whole of the foregoing information applies to Government and aided Tamil schools only. There were also, as mentioned earlier, 89 private schools with enrolments totalling 1,627 boys and 726 girls. The number of teachers was 95, 90 of whom were men (2 trained) and 5 women (all untrained). A certain number of these schools are merely mushroom growths started by persons out of employment in the hope thereby of scraping a living. The fees charged are generally from \$1 to \$2 a month (£1. 8s. to £2. 16s. a year).

The numbers in each of Standards I to V are greater than those in the primary classes; that is due partly to the fall in the number of admissions in recent years and partly to absorption of the boys from the special Malay classes.

The following table gives the average ages of pupils in the different standards in English boys' schools in Perak at the end of November, 1935. These ages may be taken as reasonably typical of the whole of the Federated Malay States. It should be noted that at the date mentioned the pupils were within a fortnight of passing out of the classes in which they were then enrolled.

Standard.	Average age of pupils.	
	Years.	Months.
Special Malay Class I	10	6
„ „ II	12	2
Primary I	7	2
„ II	8	4
Standard I	9	10
„ II	10	9
„ III	11	9
„ IV	13	1
„ V	14	2
„ VI	15	1
„ VII	16	2
Junior Certificate Class	17	1
School Certificate Class	17	11

The pupils in Government schools are generally a little older than those in aided schools, due to the fact that practically all the

CHAPTER VII.

TRAINING OF TEACHERS.

(a).—TEACHERS IN MALAY VERNACULAR SCHOOLS.

As mentioned in Chapter IV, those who are to become teachers in the Malay vernacular schools are first appointed pupil-teachers. Pupil-teachers are selected from the more promising of the boys in the schools. As pupil-teachers they both study and teach till they attain their sixteenth birthdays at which period they sit for an examination a pass in which qualifies them for admission to the Sultan Idris Training College, Tanjong Malim. Those who do best are accepted into the College and there they are given a three-year course of training in the Malay language and literature, Malay history, geography, arithmetic, hygiene, physical training, writing, drawing, basketry, theory and practice of teaching, and religious knowledge (instruction in the Koran). Graduates of the College are designated "Trained Teachers".

The Sultan Idris Training College, the successor of two older colleges, one at Malacca and one at Matang, was opened in 1922, and though it was originally built to train teachers for the schools of the Federated Malay States and the Straits Settlements, it now accepts small numbers of students from the Unfederated Malay States (Johore, Kedah, Kelantan, Trengganu and Perlis) and from Brunei and Sarawak. The cost of the establishment is borne by the State of Perak in the first instance, and is subsequently apportioned between the States of the Federation, the Straits Settlements and the Unfederated Malay States.

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The amount paid by the Federated Malay States and Straits Settlements respectively is proportionate to the number of students from each, while the Unfederated Malay States pay a fixed sum for each pupil.

The College provides the highest course in Malay vernacular education obtainable in the Peninsula, while attached to it is a Translation Bureau which not only prepares the text-books required in the schools but also translates into the vernacular and sees through the press a variety of novels and books of general interest. It has, of course, a Practising School, and in 1932, a building was acquired to house a definite Craft School.

At the end of the year the staff consisted of the Principal, a European Master of Method, a European Art Superintendent, 15 Malay Assistant Masters and two Religious Instructors.

At the beginning of 1935 there were 356 students in residence, while at the end of the year the number was 354 and one Trengganu probationer. The corresponding figures for 1934 were 357 and 354. One hundred and seventy-two of the students were from the Federated Malay States, 98 from the Straits

Settlements, 79 from the Unfederated Malay States, 1 from Brunei and 2 from Sarawak. The numbers from the different States of the Federation were as follows:

State.	3rd year.	2nd year.	1st year.	Total.
Perak	22	24	25	71
Selangor	14	10	15	39
Negri Sembilan	15	15	8	38
Pahang	12	6	6	24
Totals	63	55	54	172

General health conditions were somewhat better than in 1934 but could not be considered really satisfactory; 177 cases were admitted to hospital, the chief illnesses being as usual influenza and lung troubles; one student died of pneumonia and one was sent home suffering from tuberculosis; the weather was very bad towards the end of the year.

Progress in the three main branches into which the work of the College is divided—the ordinary school subjects, handicrafts and gardening, and practical teaching—continued satisfactorily. In the school subjects the standard aimed at approaches that of the Cambridge School Certificate, but the standard attained varies in the different subjects. Text-books in the vernacular are now available in all subjects except physical geography and botany. Art, handicraft and gardening all made steady progress. The Practising School held the usual exhibition and Parents' Day which was well attended, as was also the presentation of a play "Ali Baba" by the school children; the training of the students in practical teaching is hampered by a deficiency of accommodation but each student does four weeks of practical work in the school year.

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In the Practising School the newly admitted girls were taught in Jawi (Arabic) characters only. Naturally, more rapid progress was made than usual, but the final result of the experiment will not be seen till the end of 1936 when the romanised characters have been taught.

The Selangor Dental Surgeon reported a great improvement in the teeth of the girls, a very satisfactory result of the daily inspection.

At the entrance examination held in October, 114 Federated Malay States candidates sat for 58 places and 66 passed.

The 54 first-year students all obtained the 40 per cent. minimum of marks that was required for promotion to the second-year class; results were on the whole quite satisfactory; a stiffening of the papers in mathematics and geography resulted in 26 failures in general science.

The 55 second-year students all qualified to take the third-year class though the standard of the examinations was raised; the results were quite satisfactory.

At the end of the year 42 teachers appeared for the examination and 37 passed. There was a steady improvement in the standard of knowledge and in teaching ability, and this was reflected in the work of the schools.

Mention is made in Chapter VIII and Appendix XXII of the Malay Women Teachers' Training College in Malacca.

(b).—TEACHERS IN CHINESE VERNACULAR SCHOOLS.

No normal training for teachers in Chinese vernacular schools was supplied during 1935; the classes which were formerly held in the Davidson Road School, Kuala Lumpur, were discontinued in 1932.

(c).—TEACHERS IN TAMIL VERNACULAR SCHOOLS.

No local arrangements existed for training these teachers. Teachers were selected by the managers for the aided schools, and by the Inspector of Schools for the Government schools, on the advice of the Tamil Assistant Inspectors of Schools and of the Labour Department. So long as there is no Training College or Normal Classes for Tamil teachers it will not be possible to obtain locally-born trained teachers for these schools.

(d).—TEACHERS IN ENGLISH SCHOOLS.

There is no central college for the training of teachers for English school work, but in normal times training is supplied at "Normal Classes" held at two centres in Perak and at one centre in each of the other three States. The students who attend these Normal Classes, men and women alike, are required to possess Cambridge School Certificates with credits in at least two of the subjects English, elementary mathematics, and

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The number of teachers in these schools was as follows:

	TEACHERS.					
	Men.			Women.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.
In Government-aided girls' schools	—	—	—	—	10	10
In Government boys' schools	14	15	29	1	2	3
In Government-aided boys' schools	25	323	348	8	7	15
In private boys' schools	2	88	90	—	5	5
Totals ...	41	426	467	9	24	33

Needlework was taught in the Government schools and in one or two of the aided ones; the standard attained was good.

B.—ENGLISH EDUCATION.

There were no purely primary schools and no purely secondary schools for girls.

The schools are organised in much the same way as the English boys' schools (*see* Chapter V); points of difference are mentioned below.

There were 13 English girls' schools, all Government-aided. Six were managed by the Sisters of the Holy Infant Jesus, four by the Methodist Episcopal Church of America, two by the Church of England and one by the Plymouth Brethren. The

Junior Certificate Class	140	176	3.2	3.3
School „ „ „ „ „	83	92	1.9	2.0
Totals ...	4,371	4,555	100.0	100.0

The following table gives the average ages of pupils in the different standards in English girls' schools in Perak at the end of November. These ages may be taken as reasonably typical of the whole of the Federated Malay States. It should be noted that at the date mentioned the pupils were within a fortnight of passing out of the classes in which they were then enrolled.

Class.							Average age of pupils.	
							Years.	Months.
Primary	I	...	...	...	...	...	6	8
„	II	...	...	...	...	...	7	7
Standard	I	...	...	...	...	...	8	6
„	II	...	...	...	...	...	9	7
„	III	...	...	...	...	...	11	1
„	IV	...	...	...	...	...	12	1
„	V	...	...	...	...	...	13	4
„	VI	...	...	...	...	...	14	5
„	VII	...	...	...	...	...	15	3
Junior Certificate Class		...	...	...	...	...	16	5
School	„	„	„	„	„	„	17	6

Comparison with the table given in Chapter V will show that the girls are generally a little younger than the boys in the same classes.

The curriculum followed in English girls' schools is very much the same as that in the boys' schools except that needle-work is a subject and that mathematics does not occupy so prominent a place though it is being paid more and more attention as the years pass. Hygiene, art and physical training all form part of the instruction given. The teaching of hygiene continued

C.—SCHOOL BUILDINGS AND EQUIPMENT.

(a) *English Schools*.—English schools were moderately full during the year, but there were no large waiting lists as was sometimes the case in the past. The Convent School, Ipoh, built an extension of two class-rooms at a cost of \$11,500 (£1,342) and installed a septic tank at a cost of \$8,885 (£1,037). The Trade School, Ipoh, added a second-hand universal internal grinder and a turning and screw cutting gap bed lathe to its equipment. In Selangor septic tank installations were supplied at each of the two Government hostels. At the St. John's Institution new latrines and a septic tank were provided and the erection of a new hall was begun. At the High School, Kajang, a bicycle shed was built from the school's own funds. At the Methodist Girls' School, Kuala Lumpur, a room formerly used as a dormitory for boarders was converted into a hall, the room formerly used as a hall was turned into a class-room and library, the shed formerly used as a tiffin-shed was brought into use as a drill-hall and a tuck-shop was started in a proper tiffin-room that had been previously used as a class-room.

(b) *Malay Vernacular Schools*.—In Perak, a new Malay school building and teachers' quarters were erected at Temin (Kuala Kangsar) by the kampong people, and an extension at the Belanja School was built by Government. Fifty latrines and two concreted wells were provided. In Selangor, a new school was built at Salak, and annexes were completed at the Bukit Raya, Seminyeh, Telok Gadong and Port Swettenham schools. One well, two new latrines and two new urinals were also provided. In Pahang, temporary schools were built at Jong Berlaboh and Ulu Luit to replace buildings previously created by the villagers. Extensions were made to the buildings at Kuala Atok, Batu Talam, Mentakab and Temerloh. Wells, latrines and schools and latrines at five. Five of which

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(c) *Chinese Vernacular Schools*.—Schools are encouraged to occupy buildings designed as schools, but most of the smaller schools are still in buildings designed as shop-houses or dwelling-houses, and only slightly modified for school purposes. There were 12 plans for school buildings or extensions of school buildings submitted for approval during the year, seven from Perak, four from Selangor and one from Negri Sembilan. No grants for building purposes are given.

(d) *Tamil Vernacular Schools*.—These are usually provided and built by the managements of estates which employ Tamil labour. The Education Department continued to insist on the minimum conditions required by Health Officers before registering new schools, but certain points to which it would be advisable to pay attention in ordinary times were allowed to stand over till economic conditions improve. In Perak, four schools were reopened during 1935 and were housed in the buildings formerly used. The school at Gunong Pari Estate, Chemor, was destroyed

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by fire; a new building was erected. In Selangor also, a number of estate schools were reopened during the year, some of them in new buildings. In Pahang an extension was made to the school at Kuantan.

(e) All new school buildings have to comply with certain regulations made under the Registration of Schools Enactment and all plans of new buildings are submitted to the State Superintendents of Education (Inspectors of Schools) for their approval. The plans are very carefully scrutinised and while those for Government buildings are given special attention, the plans for aided school buildings, especially those for buildings towards the erection of which Government is making a grant, receive little less. In the case of private schools the power of the Education Department is determined by the regulations, but even when recommendations cannot be enforced by law it is generally found that school managements are ready to accept and follow advice supplied to them; the result has been that the majority of the buildings recently erected for school purposes have been very suitable.

D.—MORAL AND RELIGIOUS INSTRUCTION.

Religious instruction is given in the schools of the Christian Brothers, the Convents, the schools of the American Methodist Mission, of the Church of England and of the Plymouth Brethren; it is not given in Government schools. It is taken either before or after the regular school hours, and no pupil can be compelled to be present at it or at any time of religious observance. Christian religious knowledge, however, continues to be offered at the Cambridge Local Examinations by means of private teachers who receive no teaching in it in their schools. Moral

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E.—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN.

There are no institutions in the Federated Malay States for defective or delinquent children, but the St. Nicholas Home, Penang, which is run by the Church of England, receives blind and physically defective children without restriction as to race or religion, and delinquent boys may on conviction by a Court be sent to the Reformatory in Singapore where they are taught trades and are given all the freedom that is possible in the circumstances.

CHAPTER X.

MISCELLANEOUS.

(a).—CO-OPERATION WITH OTHER DEPARTMENTS.

The Education Department conducted the junior promotion examination for the Government Clerical Service and provided marking examiners for all the ordinary subjects. It also conducted the examination for Probationerships in the Federated Malay States Malay Officers Service (Administrative Branch), the examination in Higher English for Interpreters, etc.

Mention has been made in Chapter IV of the continued close co-operation of the Department of Agriculture to which the high standard of the Malay school gardens is largely due. Many of the gardens were carried out by the Agricultural Extension Officers and their assistants, and the collaboration of the Department of Agriculture is most valuable.

The following table gives the number of registered schools and teachers at the end of November, 1935:

	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federated Malay States.
Schools—					
English Schools ...	54	53	11	10	128
Vocational Schools ...	2	1	1	...	4
Vernacular Schools:					
(a) Malay ...	284	85	89	89	547
(b) Tamil ...	150	168	70	13	401
(c) Chinese ...	169	188	56	31	394
Totals ...	659	445	227	143	1,474
Teachers--					
English Schools ...	342	343	77	38	800
Vocational Schools ...	6	6	3	...	15
Vernacular Schools:					
(a) Malay ...	726	318	290	186	1,520
(b) Tamil ...	204	201	79	16	500
(c) Chinese ...	591	400	141	80	1,212
Totals ...	1,869	1,268	590	320	4,047

There were no prosecutions under the Registration of Schools Enactment during the year.

SINGAPORE,
13th June, 1936

F. J. MORTEN,
Adviser on Education, Malayan States

APPENDIX XVIII.

TABLE OF CHINESE SCHOOLS, PUPILS AND TE

State.	MODERN.										
	Public.			Mission.			Night.			Private.	
	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.
Perak	126	12,518	521	6	348	16	2	24	2	5	205
Selangor	91	8,096	329	3	200	9	4	185	11	19	709
Negri Sembilan ...	42	2,741	118	4	200	9	1	88	5	2	44
Pahang	20	1,892	67	...	...	...	...	...	...	2	51
Total	279	25,247	1,035	13	748	34	7	297	18	28	1,009

* Boys ... 21,706
Girls ... 7,822

+ Men ... 947
Women ... 265

29,528

1,212

APPENDIX XVIII.

IS SCHOOLS, PUPILS AND TEACHERS.

MODERN.							OLD STYLE.			TOTAL.		
Night.				Private.			Private.					
Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.
16	2	24	2	5	205	9	30	1,089	43	169	14,184	591
9	4	185	11	19	709	24	21	677	27	138	9,867	400
9	1	88	5	2	44	2	7	191	7	56	3,264	141
...	...	...	...	2	51	2	9	270	11	31	2,213	80
34	7	297	18	28	1,009	37	67	2,227	88	394	*29,528	+1,212

21,706

7,822

29,528

+ Men ... 947

Women... 265

1,212

109

222

APPENDIX XX—(cont.)

FEDERATED MALAY STATES SCHOOL AGE AND TOTAL POPULATION BY ENROLMENT TO (i) CHILDREN OF SCHOOL AGE (ii) TOTAL POPULATION (a)—(cont.).

B.—Number of Pupils in all Schools, Government and Aided.

Races.	English Schools, Government and Aided:		Malay Schools. (b)		Chinese Aided
	Male.	Female.	Male.	Female.	Male.
Eurasians	510	434	...	...	...
Malaysians	2,226	314	34,839	12,431	...
Chinese	5,537	2,632	...	...	21,706
Indians	3,125	1,394	...	...	...
Others (a)	100	135	...	...	...
Total	11,498	4,899	34,839	12,431	21,706

Races.	Vocational Government and Private schools.		Total (all schools).		Per cent. enrolment to school i.e.
	Male.	Female.	Male.	Female.	Male.
Eurasians	17	10	595	487	77.4
Malaysians	656	...	38,043	12,786	39.7
Chinese	89	13	29,085	11,122	32.5
Indians	114	2	15,514	6,598	32.6
Others (a)	11	...	205	156	9.8
Total	887	25	83,442	31,149	25.4

(a) Excludes Europeans.
in Pahang.

(b) Free Malay Vernacular Education.
(d) These figures taken from 1931 Census Report.

(c) In addition there were

NDIX XX—(cont.)

POPULATION BY RACE TOGETHER WITH PERCENTAGES OF SCHOOL
 (i) TOTAL POPULATION, AND (iii) PERCENTAGE OF LITERACY TO

Schools, Government, Aided and Private, 1935.

Schools. (b)		Chinese Schools, Aided and Private.		Tamil Schools, Government, Aided and Private.		Private English Schools. (c)	
Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.
...	...	...	...	...	...	68	43
12,431	...	...	...	...	...	322	41
...	21,706	7,822	...	...	...	1,753	655
...	...	...	10,405	4,903	...	1,870	309
...	...	...	...	...	...	94	21
12,431	21,706	7,822	10,405	4,903	4,107	1,069	

all schools).		Per cent. of school enrolment to children of school age. i.e. 5-19		Per cent. of school enrolment to total population. (a)		Per cent. of Literacy to Town Population. (d)	
Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.
487	77.4	65.6	35.5	31.8	78.4	72.1	
12,786	39.7	15.8	14.2	5.2	47.6	19.5	
11,122	32.5	16.7	7.9	8.6	52.0	19.5	
6,598	32.6	21.8	7.3	7.0	50.2	25.5	
156	9.8	12.9	7.9	5.5	71.7	62.6	
31,149	35.4	17.4	9.8	6.7	51.9	23.4	

(a) In addition there were 73 European children (28 boys and 47 girls) in the 3 Hill schools

TABLE SHOWING PERCENTAGE OF COST OF EDUCATION

Branches of Education.							Number of Pupils.		
							Perak.	Selangor.	Singapore.
1. English—									
(a) Secondary	...	...	...	...	...	...	1,979*	1,813	
(b) Primary	...	...	...	...	...	...	5,201*	4,989	
2. Vernacular—									
(a) Malay ..	...	...	...	...	...	...	22,495†	9,630	
(b) Chinese	...	...	...	...	...	...	9,405	4,375	
(c) Tamil ...	...	...	...	...	...	...	5,371	4,849	
3. Vocational—									
(a) Technical School	...	...	...	...	...	...	...	77	
(b) Trade School ...	...	...	...	...	...	...	95	98	
Totals							44,546	25,831	

* Includes Malay College, Kuala Kangsar (Residential school.)

APPENDIX XXI.

COST UNDER VARIOUS BRANCHES OF EDUCATION, 1935.

Numbers of Students.				Percentage of Departmental Expenditure including Head-quarters Charges. (Total Expenditure \$2,794,684.)				
Selangor.	Negri Sembilan.	Pahang.	Federated Malay States.	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federated Malay States.
				%	%	%	%	%
1,813	503	115	4,410*	13.8*	23.5	14.6	11.3	16.8
4,989	1,412	512	12,114*	33.6*	32.9	30.7	23.6	32.3
9,630	8,543	5,174	45,842†	42.0†	25.2	45.5	57.5	38.4
4,375	449	172	14,401	5.3	6.4	2.6	4.2	5.2
4,849	2,380	448	13,048	2.7	3.3	2.7	7	2.8
77	...	...	77	...	4.9	...	...	1.5
95	8	19	220	2.6	3.8	3.9	2.7	3.0
25,834	13,295	6,440	90,112	100	100	100	100	100

(Perak school.) † Includes Sultan Idris Training College (Residential school.)

APPENDIX XXIII.

FEES, RULES GOVERNING EXEMPTIONS, AND SCHOLARSHIPS English Schools.

The fees payable in Government schools and the fees at which the aided schools are required to account for the purposes of grant-in-aid are as follows:

A.

For pupils enrolled prior to 1st January, 1934:

	Boys.	Girls.
I.—Monthly fee for pupils up to and including Standard IV ...	\$2.50 ...	\$2.00
II.—Monthly fee for pupils above Standard IV ...	\$4.00 ...	\$3.00

B.

For pupils enrolled on or after 1st January, 1934:

	Boys and girls.
I.—Monthly fee for pupils up to and including Standard VI ...	\$3.00
II.—Monthly fee for pupils above Standard VI ...	\$6.00 or \$9.00

A proportion of pupils amounting to not less than 50 per cent. of the approved number of places may be admitted at \$6, such pupils shall be selected in order of merit. The fee for the remainder is \$9.

PRIVATE ENGLISH SCHOOLS.

Fees varying from \$24 to \$60 a year are charged.

GOVERNMENT MALAY SCHOOLS.

The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government.

PRIVATE CHINESE SCHOOLS.

- For pupils charged ... Boys and girls
- I.—Monthly fee for pupils up to and including Standard VI ... \$3.00
- II.—Monthly fee for pupils above Standard VI ... \$6.00 or \$9.00

A proportion of pupils amounting to not less than 50 per cent. of the approved number of places may be admitted at \$6, such pupils shall be selected in order of merit. The fee for the remainder is \$9.

PRIVATE ENGLISH SCHOOLS.

Fees varying from \$24 to \$60 a year are charged.

GOVERNMENT MALAY SCHOOLS.

The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government.

PRIVATE CHINESE SCHOOLS.

Fees ranging from 50 cents to \$2 a month are commonly charged but parents who are poor are exempted from payment.

PRIVATE TAMIL SCHOOLS.

The fees charged vary from \$1 to \$2 a month.

TECHNICAL SCHOOL, KUALA LUMPUR.

Most of the students in this school are apprentices from Government departments.

A few private students are admitted every year and they are required to pay fees. The fees for tuition are \$120 per session for full time courses payable quarterly in advance. The fees for special courses are \$7 per session for one hour per week.

SULTAN IDRIS TRAINING COLLEGE.

This is a residential College for training male teachers for Malay schools in Straits Settlements and Federated Malay States.

The expenses are met by the States of the Federation and the Straits Settlements in proportion to the number of students from each State or Settlement.

Students from Unfederated Malay States are also admitted into this College and the respective Governments pay \$500 a year for each student. This will be reduced to \$475 a year as from 1st January, 1936.

MALAY WOMEN'S TRAINING CENTRE, MALACCA.

This is a residential College for training female teachers for Malay schools in Straits Settlements and Federated Malay States.

The expenses are met by the Straits Settlements and the States of the Federation in proportion to the number of students from each Settlement or State.

Governments of the Unfederated Malay States pay \$1,200 a year for each student.

SCHOOL OF AGRICULTURE, MALAYA.

There are two courses. The principal course, covering a period of two years, is conducted in English. The minor course, lasting one year, is conducted in Malay.

The school fees for the two years' course are \$30 a term, and for the one year course \$15 a term. All fees are payable by term in advance.

Malay agricultural students and pupils in training are exempted from payment of these fees.

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There are two courses. The principal course, covering a period of two years, is conducted in English. The minor course, lasting one year, is conducted in Malay.

The school fees for the two years' course are \$30 a term, and for the one year course \$15 a term. All fees are payable by term in advance.

Malay agricultural students and pupils in training are exempted from payment of these fees.

RULES GOVERNING EXEMPTIONS IN ENGLISH SCHOOLS.

In Government schools the Inspector of Schools with the approval of the British Resident of the State may grant partial or total remission of fees to deserving pupils in exceptional cases.

SCHOLARSHIPS.

The following scholarships are available in English schools:

Description.	Conditions.	Value.
GOVERNMENT.— 1. Queen's Scholarships.	These are open to both boys and girls who have passed their 17th birthday but not reached their 20th. They are awarded after a competitive examination conducted by Cambridge University. Competitors must have passed the Cambridge School Certificate giving the holders	The minimum amount is £150 a year but this may be increased to any sum not exceeding £500 for the first year and £400 for any subsequent year.